

HIGHLY QUALIFIED TEACHERS AND IMPROVING TEACHER QUALITY STATE GRANTS

SCHOOL DISTRICT (LEA) MONITORING PROTOCOL

State _____ District _____ Date of Visit _____

NCES ID number _____

Number of teachers _____ Number of students _____

Number of schools (total) _____ elementary _____ middle _____ high _____

Number of Title I schools _____ elementary _____ middle _____ high _____

I. HIGHLY QUALIFIED TEACHERS

I.1. Describe the technical assistance the SEA has given to the LEA for how to determine the number of classes taught by teachers who are highly qualified.

I.2. Provide the LEA's most recent data on HQT in the following Chart.

Date of data collection: _____

	Total number of core subject classes	Total number of core classes taught by HQTs	Percentage of core classes taught by HQTs	Total number of core classes NOT taught by HQTs	Percentage of core classes NOT taught by HQTs
All Classes					
Elementary Classes					
Secondary Classes					

I.3. Using the number of classes NOT taught by HQT from the chart in Question I.2, estimate, *at each grade level*, the percentage of classes that fall into the following categories. Percentages should add up to 100%. (For example, if 57 elementary classes appear in the chart in Question I.2 as not being taught by an HQT at the elementary level, what percentage of those 57 classes falls into each of the 4 categories listed in the elementary chart below?)

Reason For Elementary Classes being Taught by Teachers who are NOT Highly Qualified	Percentage
a) Elementary school classes taught by certified general education teachers who have not passed a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	
b) Elementary school classes taught by certified special education teachers who have not passed a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	
TOTAL	100%

Reason For Secondary Classes being Taught by Teachers who are NOT Highly Qualified	Percentage
a) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	
TOTAL	100%

I.4. Has the LEA determined the highly qualified status of all its teachers?

If not, when does the LEA expect this process to be completed?

I.5. Were all of the Title I teachers that the LEA has hired since the beginning of the 2002-03 school year highly qualified at the time of hire (§1119(a)(1))?

How does the LEA ensure that new Title I hires meet highly qualified standards?

How does the SEA check to make sure that the LEA is hiring only highly qualified teachers for Title I positions?

I.6. Are all of the teachers paid with Title II, Part A funds, for the purpose of class size reduction, highly qualified (§2123(a)(2)(B))?

How does the LEA ensure that class size reduction teachers paid with Title II, Part A funds meet highly qualified standards?

How does the SEA check to make sure that the LEA is paying only highly qualified teachers with Title II, Part A funds?

I.7. How does the LEA notify parents of their right to request and receive information on the qualifications of their children's teachers (§1111(h)(6)(A))? ***Please provide samples of LEA notifications to parents.***

I.8. How do schools that receive Title I funds notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified (§1111(h)(6)(B)(ii))? ***Please provide samples of school notifications to parents.***

- I.9. Does the LEA have a plan in place to help teachers who are not highly qualified to become so as quickly as possible? ***Please provide a copy of the LEA's plan, if available.***

How was the LEA's plan formulated and who was involved in formulating the plan? Did the LEA receive assistance or guidance from the SEA in formulating the plan?

What progress has the LEA made in carrying out the plan?

- I.10. As part of its application for Title I funds, LEAs are required to provide an assurance that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of field teachers (§1112(c)(1)(L)). What strategies is the LEA implementing to fulfill this assurance? How does the LEA determine whether or not the strategies are effective?

- I.11. Section 1111(h)(2)(B) of the ESEA requires that LEAs publish annual report cards for both the LEA and for the schools the LEA serves. **If the SEA produces the LEA and school report cards, skip this question.**

If the LEA produces its own LEA and school report cards, ***please provide copies of the LEA report card and a sample of a school report card.***

Do the local report cards include the percentage of classes NOT taught by highly qualified teachers and disaggregate HQT data by high- and low-poverty schools?

Do the local report cards include information on the qualifications of teachers?

Do the local report cards include the percentage of teachers on emergency or provisional credentials?

When are the local report cards made available to the public?

II. ADMINISTRATION OF TITLE II, PART A

Note: The SEA will provide the monitoring team with a copy of the LEA's most recent application for Title II, Part A funds. Please make references to that application, where appropriate.

A. Local Needs Assessment

- II.A.1. Section 2122(c) of the ESEA requires each LEA to conduct an assessment of local needs for professional development and hiring. Summarize the key findings of the most recent needs assessment. Which needs did the LEA identify as having the highest priority?
- II.A.2. Is the LEA asked to submit information on the results of its needs assessment to the SEA? If so, what does the SEA ask for (assurance that the assessment was complete, full text of the needs assessment, summary, other)?
- II.A.3. Is the LEA's expenditure of its Title II, Part A funds aligned to the needs identified in the needs assessment, as required by §2122(b)? How?
- Does the SEA require the LEA to align proposed spending Title II, Part A to the needs assessment as part of the application for funds? If so, how does the SEA do this?
- II.A.4. The needs assessment must be conducted with the involvement of teachers, including Title I teachers. How does the LEA involve teachers in the needs assessment process?
- II.A.5. How does the needs assessment process used by the LEA ensure that the LEAs hiring practices lead to improved student achievement?
- II.A.6. How does the needs assessment process used by the LEA ensure that the LEA provides appropriate professional development that improves student achievement?

B. Use of Title II, Part A Funds¹

- II.B.1. Total LEA Title II, Part A allocation for Federal FY 2007: _____
 Carryover from previous year as of July 1, 2007: _____
 Funds transferred to or from Title II, Part A _____
TOTAL available in FY 2007: _____
- Total LEA Title II, Part A allocation for Federal FY 2008: _____
 Carryover from previous year as of July 1, 2008: _____
 Funds transferred to or from Title II, Part A _____
TOTAL available in FY 2008: _____

¹ FY 2007 funds became available on July 1, 2007 and remain available for obligation until September 30, 2009. FY 2008 funds became available on July 1, 2008 and remain available for obligation until September 30, 2010.
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II.B.2. In the chart below, provide information on the Federal **FY 2007 and FY 2008** funding obligated in each category, and briefly describe the activities supported.

Provide the funding amount for the following activities. Estimate if you do not have exact figures.	Federal FY 2007 Title II, A funds obligated	Federal FY 2008 Title II, A funds obligated
1. Mechanisms to assist schools recruit and retain highly qualified teachers, principals, and specialists in core academic areas. Description:		
2. Strategies to recruit and retain highly qualified teachers and principals (monetary incentives, reducing class size, recruiting teachers to teach special needs children, recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, etc.). Description:		
3. Professional development that improves the knowledge of teachers, principals and paraprofessionals in content or classroom practices. Description:		
4. Professional development that improves the knowledge of teachers, principals and paraprofessionals regarding the following areas: collaborative instructional practices; working with students with different learning styles; improving student behavior; helping students with special needs; involving parents in their children's education; and use of data and assessments. Description:		
5. Initiatives to promote retention of highly qualified teachers and principals (mentoring, induction, support for new teachers and principals, financial incentives to retain teachers and principals, etc.). Description:		
6. Programs to improve the quality of the teaching force (technology literacy, tenure reform, testing teachers in their academic subject, merit pay). Description:		
7. Professional development to improve the quality of principals and superintendents. Description:		
8. Hiring highly qualified teachers, to reduce class size. Description (Please provide the number of teachers hired and the grade levels at which they teach):		
9. Teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation. Description:		
10. Overall administrative costs.		
11. Indirect costs.		
A. TOTAL FUNDS OBLIGATED (Add items 1-11)		
B. Total Funds Available (From Question II.B.1)		
C. Difference between available and Obligated funds (Line B – Line A)		

C. Services to Non-Public Schools

Under the *Title II, Part A* program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel.

- II.C.1. What guidance does the SEA provide to assist LEAs in properly providing equitable services to non-public schools?
- II.C.2. Are there any eligible non-public schools located in the area the LEA serves? **If not, skip the remaining questions.**
- II.C.3. How many eligible non-public schools are there in the area the LEA serves? What grade levels do they serve?
- II.C.4. How many of the eligible non-public schools participate in Title II, Part A? For those who do not participate, does the LEA know why they choose not to participate?
- II.C.5. How does the LEA inform representatives of non-public schools of the availability of Title II, Part A services and the value of the services available? ***If the LEA uses a notice of intent or participation form, please provide a copy.***
- II.C.6. How does the LEA consult with appropriate non-public school officials to give them an opportunity to provide input into the planning of the LEA's Title II, Part A program activities and input into the design and development of activities or programs to ensure that the services provided meet the needs of non-public school educators?

Does consultation occur BEFORE decisions on the use of Title II, Part A funds are made? ***Please provide dates, agendas for meetings, lists of participants, etc.***
- II.C.8. What kinds of services are provided to non-public schools with Title II, Part A funds? Does the LEA design projects that permit equitable participation (may non-public school teachers, for example, participate in professional development provided to public school teachers)?
- II.C.9. How does the LEA maintain records of its efforts to resolve any complaints made by non-public school representatives?